

4. Training and Development

Training means prepare human resources into developed knowledgeable and skilled employees human resources. It aims at increasing the ability of the employees so that they can do the job in an effective and efficient manner.

“ **According to Edwin. B. Flippo** "Training is the fact of increasing the knowledge and skill of an employee for doing a particular job."
According to R. C. Davis "Training may be defined as a process of developing an understanding of some organized body of facts, rules and methods."
According to Michael Jucius "Training indicates any process by which the aptitudes, skills and abilities of employees to perform specific jobs are increased"

Thus, we can say that Training is teaching and learning activity which helps improve knowledge, skills, abilities and attitude needed by a particular job and organization.

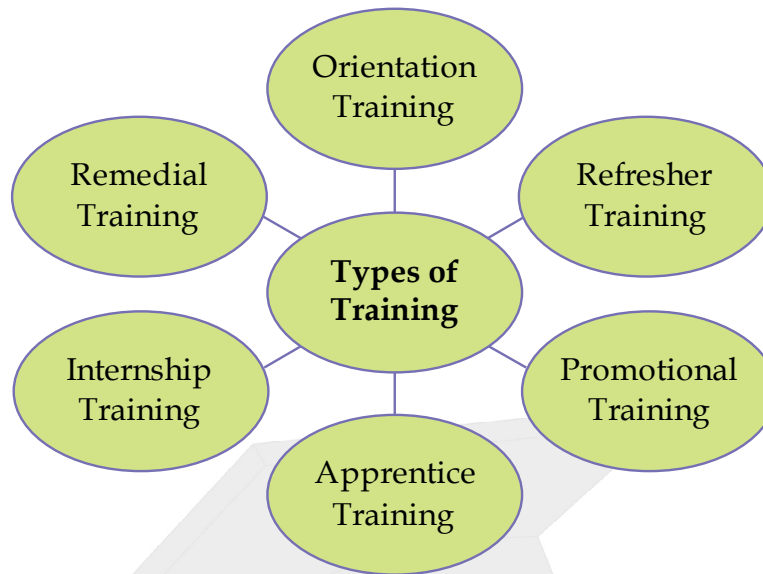
Importance of Training

1. Training results in higher productivity
2. Training helps to improve the quality of products or services.
3. A systematic training programme helps to reduce the time and cost involved in learning.
4. Training helps in reducing wastages which results in minimization of cost of operations per unit.
5. Trained employees need less guidance and supervision which reduces the span of supervision.
6. Proper training of employees reduces the frequency of accidents.
7. With proper training increases the job satisfaction and morale of employees.
8. Well trained employees can grow faster in their career.

Need of Training

- **Increase in Competition** : Due to Increased Competition in market the firm are required expansion and diversification of business and products. Firm has face many competition and firm must improve new skills through training.
- **Change in Technology** : Increasing use of fast changing techniques and work method requires training into new technology.
- **Job Requirement** : New employees require training for effective performance and improve qualifications and skills for a particular job.
- **Change in Job Assignment** : When employee get transfer and promotion than employee must be trained to perform the higher responsibilities.
- **Motivation and Creativity** : Motivation and creativity is the most important part of employee for stability in organization. Training provides a sense of assurance to employees that they are valued members of the organization.

Types of Training



(a) Orientation Training : It is also Pre Job Training or Induction Training. **Orientation** means providing new employees with basic information about the employer. Training programs are used to ensure that the new employee has the basic knowledge required to perform the job satisfactorily. This training creates self - confidence in the employees and promote loyalty among employees.

Job Training : Job training is conducted to increase the knowledge and skills to employee for improving his job performance. It is help reduce accidents, waste and inefficiency.

(b) Refresher Training : Refresher Training is organized for existing employees for giving training in latest developments in their jobs and technologies.

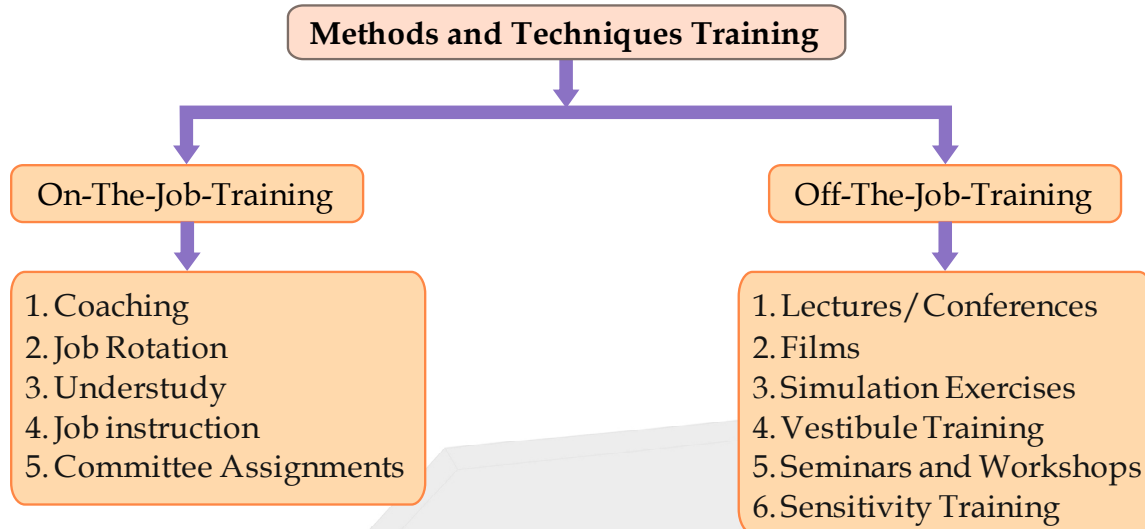
(c) Promotional Training : This training is provided when vacant posts are filled up by the internal recruitment of promotion.

(d) Apprentice Training : This type of Training is provided to prepare employees for a variety of skilled occupations such as electrocution, typewriter, tailor, worker etc.

(e) Internship Training : This type of training is usually conducted with highly skilled or professional type of training which provides theory and practical skills. Such as Engineering, Medical, MBA etc.

(f) Remedial Training : Remedial training is defined as training in the elementary skills that every worker must have in order to achieve basic employability. Remedial training leads to occupational, on-the-job, or customized training that will equip the participant with specific job skills.

Methods and Techniques Training



(A) On-The-Job-Training

On-the-job training is given at the work place by superior in relatively short period of time. This type of training is cheaper and less time-consuming.

This type of training can be :

1. Coaching : This method is also used at top management levels. In this, the superior guides his sub-ordinates and gives him/her job instructions. The superior points out the mistakes and gives suggestions for improvement.

2. Job Rotation : In this method, the trainees move from one job to another, so that he/she should be able to perform all types of jobs. E.g. In banking industry, employees are trained for both back-end and front-end jobs. In case of emergency, (absenteeism or resignation), any employee would be able to perform any type of job.

3. Understudy : An understudy is a person who is under training to assume at a future time, the full duties and responsibilities of the position currently held by his supervisor. In this way it is ensured that a fully trained person is available to replace a manager during his long absence or illness or on his retirement, transfer and promotion.

4. Job instruction : In this method the trainer explains to the trainee the way of doing the jobs. Preparation, presentation, performance and follow up are followed here.

5. Committee Assignments : Under this a group of trainees are given and asked to solve an actual organization problem. The trainees jointly solve the problem. It develops team work.

(B) Off-The-Job-Training

Off-the-job-training is given outside the actual work place.

1. Lectures/Conferences : Lectures and conferences are the traditional and direct method of instruction. Every training programme starts with lecture and conference. It's a verbal presentation for a large audience. This approach is well adapted to convey specific information, rules, procedures or methods. This method is useful, where the information is to be shared among a large number of trainees. The cost per trainee is low in this method.

2. Films : Films can provide information and explicitly demonstrate skills that are not easily presented by other techniques. Motion pictures are often used in conjunction with Conference, discussions to clarify and amplify those points that the film emphasized.

3. Simulation Exercises : Simulation is any artificial environment exactly similar to the actual situation. There are four basic simulation techniques used for imparting training: management games, case study, role playing, and in-basket training.

(a) Management Games : Management games are a group exercise in decision making as regards an administrative problem situation. Management games help to ingrain thinking habits, analytical, logical and reasoning capabilities, importance of team work, time management, to make decisions lacking complete information, communication and leadership capabilities.

Use of management games can encourage novel, innovative mechanisms for coping with stress. Different games are used for training general managers and the middle management and functional heads - executive games and functional heads.

(b) Case Study : Case studies present an in-depth description of a particular problem. Case study allows the application of theoretical concepts to be demonstrated, thus bridging the gap between theory and practice, encourage active learning, provides an opportunity for the development of key skills such as communication, group working and problem solving, and increases the trainees' enjoyment of the topic and hence their desire to learn.

(c) Role Playing : It is training method under which participants assume certain role each trainee takes the role of a person affected by an issue and studies the impacts of the issues on human life and/or the effects of human activities on the world around us from the perspective of that person. It involves realistic behavior in imaginary situations. Types of role play may be multiple role play, single role play, role rotation, and spontaneous role play.

(d) In-basket training : In-basket exercise, also known as in-tray training, consists of a set of business papers which may include e-mail SMSs, reports, memos, and other items. Now the trainer is asked to prioritize the decisions to be made immediately and the ones that can be delayed.

4. Vestibule Training : Employees learn their jobs on the equipment they will be using, but the training is conducted away from the actual work floor. The working environment is artificial, but it is just like the actual conditions. Vestibule training allows employees to get a fulfill for doing task without real world pressures. Additionally, it minimizes the problem of transferring learning to the job.

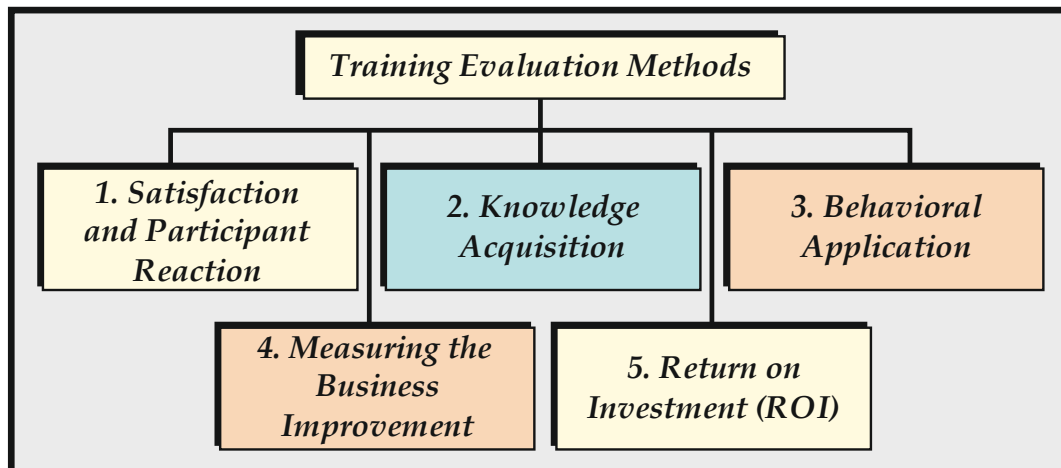
5. Seminars and Workshops : A seminar is a lecture or presentation delivered to an audience on a particular topic or set of topics that are educational in nature. The term "seminar" is used to describe a commercial event (though sometimes free to attend) where delegates are given information and instruction in a subject such as property investing, other types of investing, Internet marketing, self-improvement or a wide range of topics, by experts in that field.

There is a speaker who give lecturer with highlights, scope, importance, benefits and limitation on the respective topic as the lecturer finish, audience ask questions. Seminars are educational events that feature one or more subject matter experts delivering information primarily via lecture and discussion.

6. Sensitivity Training : Sensitivity training, psychological technique in which intensive group discussion and interaction are used to increase individual awareness of self and others; it is practiced in a variety of forms under such names as T-group, encounter group, human relations, and group-dynamics training.

Transactional Analysis : It provides trainees with a realistic and useful method for analyzing and understanding the behavior of others. In every social interaction, there is a motivation provided by one person and a reaction to that motivation given by another person. This motivation reaction relationship between two persons is known as a transaction. Transactional analysis can be done by the ego (system of feelings accompanied by a related set of behaviors states of an individual).

Training Evaluation Methods



1. Satisfaction and Participant Reaction : Satisfaction evaluation is the most basic measure for assessing the success rate of any training. For the purpose, the trainer, usually, hands out a survey at the end of the course to test the reaction of the participants.

Most of the time, it covers common questions like whether the participants enjoyed the training or did they like the trainer. Moreover, would they want him or her back, in case any other training program is initiated or do they feel as if it was a loss of their time? Generally, the training evaluation ends here, since this method answers nearly all of the expectations, but still, if someone likes to dig deeper, then rest of the methods can also do the job.

2. Knowledge Acquisition : Knowledge acquisition is the second level of the training evaluation and involves the examination as the attachment of the training course to check that how much the participants have learned from the training course. It is a fact that most of the participants take training seriously only if they know that they are required to demonstrate the concepts that they have learned during the training.

In this method, participants are supposed to take the exam, after the training. The instructors or the trainers check and grade the responses, and share the results with the students as well as the training managers. This is done so that any gaps in the expected and acquired knowledge can be quickly sewn up.

A reliable and valid examination, as the training ends, can help in determining if the participant has understood and learned the concept or not. It can point out the participants that did not gain anything from training, leaving even further room for the support those who did. Furthermore, it can highlight areas that might need additional coaching or further training.

3. Behavioral Application : The third method of evaluation deals with the behavioral application of their newly acquired skills. It also involves monitoring the changing behaviors as the skills and knowledge are applied to the tasks. Even though the first method of training evaluation, satisfaction assessment, is sufficient in most of the cases, but whenever the method of behavioral application is needed, it is used with the combination of the first two.

This method demonstrates the level to which the participants apply their newly acquired knowledge in their real life and real world problems. This provides crystal clear evidence of who is applying the knowledge, where the knowledge is being applied and for what purposes. This can assist the management to avoid any misapplications.

For example, a company that initiates a course for increasing the telephone conversion rates can conduct a particular number of mystery calls before starting the training. This response can be recorded and graded in accordance with the objectives of the course. After the training, the same company can again conduct that particular number of mystery calls and can compare their results with those before the training and measure the effectiveness of the training.

4. Measuring the Business Improvement : The primary objective of nearly all the organizations arranging the training courses is to generate a particular business improvement. So, it means that we can assess the success level of a training program by the improvement made in that particular field, once the training is complete and the participants are ready to apply their knowledge for the cause of development of the brand.

For example, if we use the above example of the course of increasing the telephone conversion rates, then it can be based on the goals like increasing the number of sales, decreasing the number of appointment cancellations, expanding the lead list, gaining higher conversion rates and decreasing the time lag.

5. Return on Investment (ROI) : The final member of our list of training evaluation methods, is related to the measurement of return on investment. It deals with the training regarding costs and returns. Costs like those of the course fee, facility fee, staff management and their wages, time used for the training the participants and returns like the business improvement, increased number of conversions and financial gains, both short term and long term net gains.

Concept of Executive Development

Executive development or management development is a systematic process of learning and growth by which managerial personnel gain and apply knowledge, skills, attitudes and insights to manage the work in their organisations effectively and efficiently. Management development involves relating experience to learning. The main aim of formal education for manager is to increase his ability to learn from experience.

“Management development includes the process by which managers and executive acquire not only skills and competency in their present jobs but also capabilities for future managerial tasks of increasing difficulty and scope.”

- Flipppo

Thus, executive development is any planned effort to improve current and future managerial performance. *It is an attempt at improving an individual's managerial effectiveness through a planned and deliberate process of learning.*

An analysis of these definitions reveals the following characteristics of executive development:

- (i) Executive development is a planned and organised process of learning rather than a haphazard or trial and error approach.
- (ii) *It is an ongoing or never-ending exercise rather than a 'one shot' affair.* It continues throughout an executive's entire professional career because there is no end to learning.

- (iii) Executive development is a long-term process as a managerial skill cannot be developed overnight.
- (iv) **Executive development is guided self-development.** An organisation can provide opportunities for development of its present and potential managers. But the image for learning has to come from the executive himself. Executive development is possible only when the individual has the desire to learn and practice what he learns.
- (v) Executive development aims at preparing managers for better performance and helping them to realise their full potential.

Objectives of Executive Development

Any programme of executive development aims at achieving the following purposes:

1. To improve the performance of managers at all levels in their present jobs.
2. To sustain good performance of managers throughout their careers by exploiting their full potential, i.e., to prepare managers for higher jobs in future.
3. To ensure availability of required number of managers with the needed skills so as to meet the present and anticipated future needs of the organisation.
4. To prevent obsolescence of executives by exposing them to the latest concepts and techniques in their respective areas of specialisation.
5. To replace elderly executives who have risen from the ranks by highly competent and academically qualified professionals.
6. To provide opportunities to executives to fulfill their career aspirations.
7. To ensure that the managerial resources of the organisation are utilised optimally.

Process of Executive Development

The essential ingredients of an executive development programme are as follows:

1. **Analysis of Development Needs :** First of all, the present and future developmental needs of the organisation are ascertained. It is necessary to determine how many and what type of executives are required to meet the present and future needs of the enterprise. This calls for organisational planning.
2. **Appraisal of Present Managerial Talent :** A qualitative assessment of the existing executives is made to determine the type of executive talent available within the organisation. The performance of every executive is compared with the standard expected of him. His personal traits are also analysed to estimate his potential for development.
3. **Inventory of Executive Manpower :** This inventory is prepared to obtain complete information about each executive. Data on the age, education, experience, health, test results and performance appraisal results is collected. This information is maintained on cards or replacement tables, one for each executive. An analysis of this information will show the strengths as well as deficiencies of executives in certain functions relative to the future needs of the organisation.
4. **Planning Individual Development Programmes :** Each one of us has a unique set of physical, intellectual and emotional characteristics. Therefore, development plan should be tailor-made for each individual. Such tailor-made programmes of development should give due attention to the interests and goals of the subordinates as well as to the training and development opportunities existing in the organisation.

5. **Establishing Training and Development Programmes :** The human resource department prepares comprehensive and well-conceived programmes. The department identifies development needs and may launch specific courses in fields of leadership, decision making, human relations, etc.
6. **Evaluating Development Programmes :** Considerable money, time and efforts are spent on executive development programmes. It is, therefore, natural to find out to what extent the programme objectives have been achieved. Programme evaluation will reveal the relevance of the development programmes and the changes that should be made to make these more useful to the organisational.

Training and Development

Training	Development
Training means learning skills and knowledge for doing a particular job and increases skills required for a job.	Development refers to the growth of an employee in all respects. It is more concerned with shaping the attitudes.
Training generally imparts specific skills to the employees.	Development is more general in nature and aims at overall growth of the executives.
Training is concerned with maintaining and improving current job performance. Thus, it has a short-term perspective.	Development builds up competences for future performance and has a long-term perspective.
Training is job centered in nature.	Development is career centered in nature.
The role of trainer or supervisor is very important in training.	All development is 'self -development' and the executive has to be internally motivated for the same.

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